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A PANDEMIA NO DISCURSO POLÍTICO BRASILEIRO NO TWITTER: DO ABUSO DE TERMOS MÉDICOS À CRIAÇÃO DE NEOLOGISMOS

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A presente proposta visa analisar um corpus selecionado de tweets de alguns políticos brasileiros, com especial atenção aos tweets do presidente Jair Bolsonaro. O intervalo de tempo examinado é o período da pandemia, especificamente de fevereiro de 2020 a fevereiro de 2022. O estudo baseia-se na análise do discurso político (Cf. Cortelazzo 2016; Teles 2017) e como isso transmite e constrói ideologias (Cf. Thompson 1990; Dijk 2000). Porém, para entender como essas ideologias são estruturadas, vamos nos concentrar, em particular, no vocabulário usado nos tweets relacionados à emergência sanitária. A partir de algumas ferramentas disponibilizadas pela Linguística de Corpus, queremos tentar compreender as formas de utilização de um determinado tipo de terminologia médico-sanitária (por exemplo, é interessante estudar o uso da palavra *hidroxicloroquina*), bem como analisar o nascimento de um novo léxico ‘híbrido’ (às vezes nascido do encontro do léxico político com o léxico médico, como, por exemplo, *Bolsanavírus* ou *Covard-17*). Questionamo-nos sobre as estratégias comunicativas e argumentativas do emissor que levaram a determinadas escolhas lexicais e procuraremos compreender se é possível traçar uma evolução da narrativa da pandemia por parte dos políticos brasileiros. O meio de comunicação escolhido é Twitter (Cf. Wicke-Bolognesi 2020), a terceira rede social com maior número de usuários no mundo, pois os tweets podem ser considerados um gênero discursivo *tout court*, apresentando características peculiares e facilmente reconhecíveis (por exemplo, o número máximo de caracteres e a presença de hashtags).

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BETWEEN “PRESENTING FIGURES” AND “DISCUSSING CONCEPTS”: ENGINEERING STUDENTS’ ACCOUNTS OF TRANSDISCIPLINARY BOUNDARIES IN EMI

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As English-Medium Instruction (EMI) gains momentum, attention needs to be paid to the development of disciplinary literacies (Wingate, 2015) and their relationship to content learning (Sánchez-Pérez, 2021). Focusing on (trans)disciplinary boundaries between engineering and social sciences, this paper examines the EMI context of a double degree in Engineering and Economics in Catalonia (Spain). Through the qualitative analysis of students’ interviews, we aim to find out whether the transdisciplinary nature of their degree has an effect on students’ views of the role of language and disciplinary communication. The following research questions were posed: (1) What are students’ perceptions of the language demands posed by their studies?; (2) Is their position between engineering and social sciences reflected in students’ views of communication?; and (3) What are students’ views of the learning of technical English and to what extent do they perceive the need for specific training in technical English?

The answers to these questions provide an overview of students’ perceived needs in terms of language, skills and genres while transcending individual disciplinary boundaries, offering a broader perspective of what the engineering profession involves in terms of international communication. The findings of this study shed light on a specific student profile, globally oriented and with a high level of autonomy in terms of learning the language and genres of the discipline(s) involved. Implications can be drawn for the design of ESP courses adapted to these needs that emerge during EMI studies and extend to students’ future professional career. In turn, it can lead to an updated syllabus that can instill in engineering professionals the flexibility to work in a diverse, globalized labor market.

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CLINICAL COMMUNICATION: ANALYSING MULTICULTURAL AND MULTILINGUAL HEALTH ENCOUNTERS

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This study aims to raise awareness about the importance of communication in the medical-health field and to contribute to the improvement of the communicative competence for future health professionals considering linguistic, sociocultural and / or conceptual aspects (Montalt and García - Izquierdo 2017, Bellés-Fortuño and Kozlova 2012).

In academic and professional settings speaking can generally become an art that can be learnt for a better communicative purpose to avoid misunderstandings and ineffective communication. Spoken language is flexible and dynamic, characteristics which can be an advantage for some situations or a huge drawback in some others such as for example in the Healthcare setting (ER, ICU, consultation, etc.). However, we need to use the language as a tool for social, academic, and professional interaction. Intercultural encounters occur in medical contexts and language competence places an important role to avoid poor understanding of diagnosis, treatment, or medication instructions, among other situations, which can end up in low patient satisfaction. Patients' profile can be of many different types, from many cultural backgrounds and with different linguistic needs; the globalisation phenomenon has shaped an ethnically and linguistically diverse Healthcare setting.

To carry out the study some Spanish practitioners (doctors and nurses) have been interviewed within the frame of several projects performed by the research group GENTT¹ to find out to what extent practitioners are aware of how the communication process influences their working practices. Some previous research suggested that the absence of empathy and emotions in practitioners' patient caring appears to be a predisposing factor of malpractices and patient dissatisfaction (Beckman et al. 1994) and thus, it also affects the way we must address interpretation and translation in healthcare contexts.

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¹ *La mejora de la comunicación clínica interlingüística e intercultural: nuevas metodologías para la formación de los profesionales sanitarios* (FFI2015-67427-P), proyecto financiado por el Ministerio de Economía y Competitividad y *Estudio del Consentimiento Informado y la Consulta Médica en los contextos español y británico: nuevas metodologías para la mejora de la comunicación clínica* (P1 · 1B2015-73), proyecto financiado por el Plan de Fomento de la Investigación de la Universitat Jaume I.

NARRATIVES OF VIDEO GAMES AND PECHAKUCHA PRESENTATIONS IN AN ESP LEARNING CONTEXT. FROM WRITTEN TO AUDIOVISUAL GENRES

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The emergence of new areas of expertise in higher education may pose additional challenges for ESP teachers, who should revisit how to best cater to learners' communicative needs. Framed within the field of ESP for video games, this study focuses on two professionally-oriented tasks: written narratives of video games and their oral presentation in PechaKucha format. These genres are chosen to enhance learners' professional discourse and multimodal literacy. The written genre permits learners to develop, for example, the storytelling, the characters, and the video game mechanics. The PK presentation encourages learners to visually disseminate content clearly without digression (Courtney-Klentzin et al., 2010).

The study presents a contrastive analysis of 30 written narratives and their PKs counterparts to explore the strategies learners employed to adapt the written genre to the spoken presentation at the linguistic, visual, and discourse levels. Furthermore, it identifies the way learners constructed the slides, synchronised speech and visuals, and engaged the audience.

Results show how learners adapted written narratives to PKs considering the characteristics of the spoken genre. The study reveals that slides consisted mainly of pictures and text or only pictures. Although lack of synchronisation was observed; speech and visuals were generally aligned. Finally, learners seemed to strive to construct interpersonal meaning and communicate effectively. However, some difficulties were identified especially regarding learners' proficiency and engaging strategies. These findings call for further training to best prepare learners for effective professional oral communication (Querol-Julián & Beltrán-Palanques, 2021).

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FOSTERING MULTIMODAL LITERACY IN EME LECTURERS: A COMPARATIVE ANALYSIS OF METADISOURSE AS A MULTIMODAL GUIDING TOOL IN ENGLISH AND IN SPANISH

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As a result of the globalization phenomenon, many higher education (HE) institutions around the globe have experienced a growing process of internationalization, adopting English as a lingua franca (Björkman, 2018; Mauranen, 2012) and leading to the appearance of English-medium education (EME) contexts (Dafouz & Smit, 2020). These new settings require lecturers to be trained accordingly, especially in non-native environments, to successfully interact with heterogenous audiences in English (Bernad-Mechó, in press). In this regard, metadiscourse becomes one of the key elements that contributes to easing comprehension in the classroom (Ädel, 2010). In fact, metadiscourse has been proven to occur in complex multimodal ensembles with the aim of reaching out and guiding students through the content (Bernad-Mechó & Fortanet-Gómez, 2019). This article explores the multimodal use of metadiscourse in an EME context and compares it in English and in Spanish unveiling its intricacies with the aim of training lectures and raising awareness on the multimodal nature of academic communication. In order to fulfill this aim, two twin lectures –one in English and one in Spanish- taught by an expert lecturer in the BA in Finance and Accounting at Universitat Jaume I, Spain, were selected for analysis. After manually spotting all metadiscursive instances, they were multimodally annotated using Multimodal Analysis Video (O'Halloran et al., 2012). The multimodal ensembles containing metadiscourse elements were then compared. Results show a higher occurrence of metadiscursive features in the lecture in English, and, in line with previous research (Fortanet-Gómez & Ruiz-Madrid, 2014), a trend to adapt communication when teaching in English so as to foster comprehension. As a matter of fact, multimodal ensembles containing metadiscourse in the English dataset tend to be more complex. These results are further discussed and suggestions for lecturer training in multimodal literacy are put forward.

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COMMUNICATIVE DISRUPTIONS DURING VIRTUAL INTERNATIONAL COLLABORATIONS: TAPP DEVELOPMENTS DURING THE COVID-19 PANDEMIC

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In this presentation, we discuss the adaptations we made to classroom virtual international collaborations due to the disruptions caused by the COVID-19 pandemic. In particular, we discuss our technical communication classes' participation in the Trans-Atlantic & Pacific Project (TAPP) during the pandemic. TAPP is an international collaboration whose main aim is to promote collaborative writing across borders and cultures. Previous research has addressed how students faced higher workload, financial, social, and mental health difficulties (Aristovnik et al., 2020; Duong et al., 2020; Marinoni et al., 2020; Toquero, 2020). But research has yet to document the disruptions with implementing TAPP.

We discuss TAPP collaborations occurring between university students in the US, Poland and Portugal. During these collaborations, students worked on instructions, usability testing, translations, and peer review. In the presentation, we first present an overview of the typical progress of TAPP in our classrooms. TAPP typically functions well in an asynchronous online environment because of the nature of the virtual collaboration. However, the pandemic presented some disruptions to TAPP, which we outline in this presentation. We focus on the disruptions instructors in the US faced. Disruptions in the personal, institutional, national and international contexts within which we conduct TAPP changed our implementations of TAPP. These changes include disruptions to communication while planning, communication with students, and tools used.

Finally, we turn to the changes we implemented to adapt to these disruptions. We conclude with the long-term impacts of the pandemic on how we teach collaboration among technical communication students.

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RESEARCHING EMOTIONS IN THE SELF-PRESENTATION OF MULTINATIONAL COMPANIES IN ANNUAL REPORTS AND CORPORATE SOCIAL RESPONSIBILITY REPORTS: CORPUS ASSISTED DISCOURSE ANALYSIS SUPPORTED BY LEXICAL AND SEMANTIC TAGGING.

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Corporate reporting is sometimes thought to consist of reporting facts about company performance to inform shareholders and other stakeholders so that they can obtain an objective picture of the company's performance. However, it is increasingly being recognised that Annual Reports - particularly the first part - are an opportunity for presenting the company in the best light. Corporate Social Responsibility Reports or Sustainability Reports, similarly, are often understood as providing information about the social, environmental and ethical dimension of the company's activities, but it is clear that they also present companies with a further opportunity to present themselves and their activities to the public in a positive way.

Previous research has suggested that corporate self-representation in Annual Reports is driven through the use of a specific value system revolving around key values such as newness or future-orientation, which undoubtedly have a persuasive function (Breeze, 2018). It has also been shown that Annual Reports and Corporate Social Responsibility Reports differ in the strategies they use to inspire stakeholder trust (Fuoli and Hart, 2018). In this paper, I move one step further to compare Annual Reports and Corporate Social Responsibility Reports from the Mining and Pharmaceutical sectors (4 subcorpora with around 2 million words in total), in terms of the emotions used in their corporate self-presentation. In this, the potential of lexical and semantic processing to research affect/emotion in corporate reporting is examined, with a focus on adjective and verb frequencies and semantic tag frequencies. The range of items explicitly referring to emotions, or "emotion talk" in each is mapped (Bednarek, 2008: 2). These Corporate Social Responsibility Reports contain a higher frequency of items related to "concern", but also more terms related to pride and satisfaction. The use of emotion terms in the four subcorpora is then investigated further through qualitative analysis of relevant concordance lines, taking into account the part-genre in which each term is mainly located, in order to explore the emotional regime of Annual Reports and Corporate Social Responsibility Reports in these two sectors. Two types of conclusion are drawn, concerning 1) the role of emotions in corporate trust-building and self-presentation strategies, and 2) the potential of semantic tagging and lexical searches to aid the analysis of emotions in large samples of text.

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PEDRO SANCHEZ AND BORIS JOHNSON ON TWITTER DURING COVID-19

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Sentiment analysis shows us the way we communicate (Moreno Ortíz and Pérez Hernández, 2013) and how we interact with readers, thus playing an important role in the analysis of political discourse. COVID-19 news were communicated in social media by most politicians with hybrid style, similar to medical reports. Specifically, during COVID-19 pandemic, political discourse used in Twitter (Mancera and Pano, 2013; Coesemans and De Cock, 2017) is of interest as emotions and medical evidence should be communicated with limited characters. In this study, I focus on the COVID-19 news reported by two politicians in Twitter, Pedro Sánchez and Boris Johnson. I study the medical terms used by both politicians and the sentiment transmitted during pandemic times in Twitter. The objectives of this analysis are, on the one hand, to detect and classify the specific medical terms used in Twitter by Johnson and Sánchez during COVID-19 pandemic and, on the other hand, to contrast the sentiment analysis of the tweets of both politicians during pandemic times. The corpus compiled for this study was composed by the tweets on COVID-19 in the official Twitter accounts of Johnson and Sánchez during 2020 and 2021. Once compiled the corpus, the results were extracted and data discussed with examples, contrasting Johnson and Sánchez political discourse style during COVID-19 pandemic. Furthermore, differences in the use of terminology and positive and negative discourse were identified and classified. Finally, conclusions were drawn.

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PEDAGOGICAL TRANSLATION AS A RESOURCE TO PROMOTE WRITTEN EXPRESSION IN THE ESP CLASSROOM

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Since the emergence of current communicative approaches to foreign language teaching, translation has shifted from playing a privileged role in the teaching process to being undervalued as a source of linguistic interference between the L1 and the L2. However, in recent years, there has been a growing interest in its use as a pedagogical resource, although further studies are required in order to better define its potential in the language classroom.

To this end, the study presented here seeks to assess the extent to which the introduction of inverse pedagogical translation in the English for Specific Purposes (ESP) classroom helps to consolidate the students' linguistic competence. For this purpose, a mixed longitudinal study was carried out in English subjects in two technical degrees. The sample was made up of 85 students, who were divided into an experimental and control group. Both groups wrote three essays during the semester, while the experimental group also completed a total of seven semi-technical inverse translations (SP-EN). The statistical analysis shows a significant improvement in written expression in practically the entire sample in the experimental group, both in the essays and the translations, while in the control group a greater degree of stagnation is observed. Likewise, the results of the discussion groups reveal the positive effect that translation has had on the promotion of both written expression skills and technical vocabulary acquisition.

THE INTEGRATION OF MEDIATION, PLURILINGUAL AND DIGITAL COMPETENCIES IN LANGUAGE LEARNING TASKS

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The Companion Volume (CV) introduced the concept of mediation and defined the role of the language user as follows: “In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning [...]” (Council of Europe 2020, 90). Furthermore, the CV (2020) has highlighted the relationship of mediation with the plurilingual and pluricultural competences. The use of mediation in class has already been investigated through research (Dendrinos, 2006; Scarino, 2016; González-Davies, 2020) and some ICT tools for teaching mediation have been identified (Cinganotto, 2020). Nevertheless, the research about the integration of technology, mediation and plurilingualism in task-based language learning, to our knowledge, is still scarce.

The aim of this paper is to answer the following research questions: 1) Do pre-service teachers in Italy know what mediation means? Are they aware of its importance? 2) Are they able to integrate the use of technology in mediation plurilingual tasks? In order to answer the research questions, a quantitative and qualitative methodology will be followed. The research instruments employed are: 1) a survey to investigate teachers' awareness of the definition and importance of mediation; 2) a semi-guided task in which participants were asked to integrate mediation, plurilingualism and technology. All the data were collected within the TEMPLATE project (<https://templateplurilingualism.eu/>). Results will inform a specific pre-service and in-service teacher training on the integration of mediation, plurilingual and digital competencies for the design of language learning tasks.

SERVICE RECOVERY ONLINE: A STUDY ON SPANISH STUDENTS OF TOURISM

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Service Recovery Processes (SRPs) are key in the services and hospitality industry, as they are an opportunity to turn customers' dissatisfaction into satisfaction, loyalty and repurchase intention (cf. Bao 2017, among others). Although customer complaints may be handled privately, nowadays they are often addressed online, as customers tend to express their negative opinions on a variety of platforms and/or companies' websites. As a result, SRPs have become a public matter amenable to having a greater impact because of eWOM (Hennig-Thurau & Walsh 2003), and the *review response genre* has emerged and consolidated (e.g. Sparks & Bradly 2014).

Future professionals in the service sector need to master the techniques to restore trust and satisfaction through responses to negative reviews, especially if this needs to be done in an L2. This is why many *English for the Tourism Industry* courses include units on problem management and complaint handling. The present paper analyzes how a group of Spanish students of *English for the Tourism Industry* carry out SRPs online in their L2 English. The study is set in the hospitality industry and examines the responses given to online negative reviews from TripAdvisor (Vásquez 2011). The focus is placed on the moves employed and their sequence (Ho 2017a), as well as on the preferred moves when trying to restore the customer's lost trust (Ho 2019b).

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IL DISCORSO SPECIALISTICO *WEB-MEDIATED* IN PORTOGHESE TRA DIVULGAZIONE E COMUNICAZIONE SCIENTIFICA

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Roma Tre

Il termine Discorso Specialistico sta gradualmente sostituendo altri termini-etichette che, a partire da lingue speciali, lingue di specialità o linguaggi specialistici, hanno inizialmente fornito le linee guida per inquadrare quest'area di ricerca (Cortelazzo, 1994; Berruto, 1997, 2020; Sobrero, 1993; Gotti, 1996).

Quando si parla di Discorso Specialistico, si contemplano tutti gli aspetti e le varie relazioni che si sviluppano tra materia-lingua-corpo-azione-dialogo-attori nelle interazioni più variegata. Il Discorso Specialistico è definito come lingua-in-testi-in-situazioni-in-contesti-culturali (Cavagnoli, 2017); quindi, come il frutto dell'integrazione di diverse componenti che devono essere considerate in interazione nell'analisi delle manifestazioni linguistiche specialistiche.

In questo panel, ci focalizzeremo sul Discorso Specialistico *web-mediated*, analizzando fenomeni di natura sintattico-pragmatica, come la Dislocazione a sinistra, la Dislocazione a destra, il Tema sospeso, la Topicalizzazione o anteposizione contrastiva, la Frase scissa e la Frase pseudoscissa e di natura semantico-pragmatica, come la presenza di marcatori discorsivi in testi di natura divulgativa e di natura semi-divulgativa (PB-FAM, Corpus de Português Falado Monitorado).

I tre contributi proposti in questo panel sono:

- 1) Gian Luigi De Rosa, “Riflessioni sull’uso delle frasi marcate in una varietà di PB: strategie di topicalizzazione nel parlato trasmesso dei videoverbetes”;
- 2) Francesco Morleo (Università di Napoli L’Orientale): Costruzioni scisse e pseudoscisse nei video di (semi)divulgazione accademica in italiano e PB;
- 3) Martina Desantis, “Divulgazione e Discorso Specialistico: la funzione pragmatica dei marcatori discorsivi in un corpus di TEDx talk brasiliani”.

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LANGUAGE, POLITICIANS AND SANITARY CRISIS. METAPHORICAL PATTERNS ACROSS POLITICAL SPEECHES IN ITALY AND UK

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Recently, COVID-19 sanitary crisis has globally posed different challenges to the stability of our contemporary societies. A crisis can be interpreted as a turning point from a period of normality: norms are suspended or changed, and a new paradigm emerges (Agamben 2003). Within this context, political leaders play a fundamental role in maintaining political stability to manage the health emergency. As national representatives, prime ministers or presidents are responsible for informing citizens about the virus and the rules to be followed, also considering the explosive growth of disinformation and misinformation phenomena (Guo & Vargo 2020; Shu et al. 2020). During COVID-19 crisis, politicians have shown the tendency of relying on metaphors and commonplace images to conceptualize and communicate about it (Charteris-Black 2021; Semino 2021). Political speeches are a distinct type of political discourse because their purpose is to offer an idealised ‘vision’ of the social world, a version of reality. (Charteris-Black 2004: 87). This implies that, by using certain rhetorical strategies and figurative language to describe and inform people about such an emotionally involving phenomenon, politicians might decisively affect how people understand, experience, and finally react to the virus (Semino 2008; Ribeiro et al. 2018). The aim of this project is to investigate the rhetorical and communicative strategies adopted in English and Italian political speeches concerning Covid-19, with special reference to figurative language. A corpus including the official speeches of two political leaders, i.e. Boris Johnson (UK) and Giuseppe Conte (Italy), will be analysed and the reasons behind their linguistic choices will be investigated.

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VARIATION IN THE USE OF HEDGES ACROSS ACADEMIC CULTURES, GENRES AND LEVELS OF EXPERTISE

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Academic writers strive to build a credible persona and engage with readers to make their arguments and claims accepted in the context of the norms and conventions established within a specialised discourse community (Trosborg, 2000). Writer credibility depends to a large extent on the degree of authoritativeness researchers are prepared to project in their texts when expressing attitudes, judgements and assessments. Hedges enable academic writers to distinguish facts from opinions, evaluate the views of others and withhold full commitment to assertions (Hyland 1998, Hyland 2005) as such are important rhetorical devices for the construal of persuasion. While hedges in research articles have received considerable attention, contrastive intercultural studies of hedges in learner corpora are less numerous.

Adopting a corpus-based contrastive approach, this contribution explores variation in the use of lexical hedges across linguacultural contexts, genres and levels of expertise. The study is carried out on three specialized corpora: the MT_LLM corpus comprising Master's degree theses by Czech university students, the BAWE_LLM corpus comprising argumentative essays by British university students, and the RA_LLM corpus comprising research articles published in international journals. The texts in all corpora represent the disciplines of linguistics, literature and ELT methodology. The main purpose of this investigation is to explore variation in frequency, realization and functions of hedges across the three corpora in order to show how linguacultural context, genre and level of expertise affect the strength of commitment and certainty that academic writers express when striving to persuade readers to accept their views and claims.

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TRABAJAR LA MULTIMODALIDAD EN UN CURSO DE ESPAÑOL DE NEGOCIOS: LAS COMUNICACIONES DE EMPRESA EN EL S.XXI

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Con el advenimiento de internet y las nuevas tecnologías, y todavía más en estos tiempos de pandemia mundial, la comunicación se está digitalizando cada vez más. Esto ha provocado una evolución en favor de un concepto más plural de los géneros textuales, que incorporan el uso de elementos multimodales como la imagen y el sonido (Kern, 2000; Cope y Kalantzis, 2015; Lacorte y Reyes-Torres, 2021). Este hecho se ha trasladado de forma aún más notable al sector de los negocios, donde, para responder a las demandas de la sociedad digital, multimodal y globalizada del siglo XXI, es cada vez más indispensable saber dominar los nuevos elementos multimodales que intervienen en los intercambios comunicativos.

A partir de estos presupuestos, se presenta en esta comunicación una secuencia didáctica que trabaja con una perspectiva multimodal el género de la presentación oral. A lo largo de las distintas actividades, no solo se presentará un trabajo con los elementos lingüísticos y contextuales propios de las presentaciones empresariales, sino que también se incluirán los recursos multimodales como una parte más del género comunicativo y se practicarán de forma sistematizada.

Con esta propuesta intentamos dar respuesta a la necesidad de realizar un trabajo sistematizado con géneros multimodales en nuestras aulas a la vez que proporcionamos herramientas a nuestros alumnos para que desarrollen su pensamiento crítico como futuros receptores de estas comunicaciones.

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SPREAD OF MEDICAL INFORMATION AND ACTION. A CORPUS-DRIVEN APPROACH TO THE ANALYSIS OF THE MACROSTRUCTURE OF TWEETS BY MEDICAL INSTITUTIONS

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Twitter is a popular and widely-used social media tool commonly used by medical institutions for the spread of medical information and to foster readers' engagement with organisational activities. While twitter discourse in medicine has raised interest among researchers in applied linguistics, most studies have focused on twitter activity related to diseases, conditions and real life events. However, there is a scarcity of research into the macro-structure of tweets, probably due to their synthetical nature.

To address this imbalance, we compiled an ad-hoc corpus of tweets from the U.K. and the U.S. Medical Institutions sampled from 2022 and inferred their macrostructure as digital genres from a corpus-driven approach and within the scope of the genre analysis tradition initiated by Swales (1990).

The genre analysis suggested the presence of subgenres among medical institutional tweets and revealed that they constitute a range of ad-hoc, usually embedded, strategies which ranged from informing on institutional activities to calls for readership action. Our study suggests institutional awareness and monitoring of events in real life and digital contexts.

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AN EFFECTIVE USE OF YOUTUBE VIDEOS IN THE ESP CLASSROOM: A MULTIMODAL DISCOURSE ANALYSIS

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As a result of the continuous development of technologies, and especially advances in the Internet, multimodal resources are easily available for everyone. Precisely the Internet, as the main tool for the dissemination of knowledge, is useful in granting free access to video platforms (e.g. YouTube) (Suárez & González-Argüello, 2020; Welbourne & Grant, 2016) that approach specialised topics in an accessible way to a non-expert audience (Erviti & Stengler, 2016; León & Bourk, 2018). Nowadays, many teachers resort to these videos as teaching materials. However, only a few studies deal with the pedagogical use of videos for English Language Learning (Chien, Huang, & Huang, 2020).

The objective of this study is to fill this gap, and it is twofold: to analyse (1) how an ESP teacher selects YouTube videos and (2) how he uses one of them, an instructive video, to explain persuasive essays to students of Medicine. In order to reach this double objective, we will first try to find out how YouTube material is selected by this teacher. To achieve our target, he will be asked, by means of a guided interview, about the criteria used for the selection of this type of videos (e.g., subject matter appropriate to the content, difficulty, length, clarity of language, visual aids, etc.). Then, we will analyse the multimodal resources he utilises in order to interact with the students and to integrate this visual element in the class. To do this, we will conduct a qualitative multimodal discourse analysis of a recorded class, in which the YouTube video is employed, using the *ATLAS.ti* tool.

We expect to obtain results that prove criteria other than content are very relevant when selecting YouTube video materials. Moreover, findings may also show that it is not enough to show videos in a class, and knowing how to apply multimodal resources is essential to make ESP learning effective when using these materials.

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A CORPUS-BASED STUDY OF DIPHTHONG SHIFT SOUND CHANGE: THE REPRESENTATION OF A SOUTHERN LINGUISTIC FEATURE IN THE NINETEENTH-CENTURY LANCASHIRE DIALECT

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Diphthong Shift is a phonological change that originated in the beginning of the nineteenth century in London, and later expanded to southern England and the Midlands. This shift affected several RP monophthongs and diphthongs: [i:], [u:], [ɛɪ], [aɪ], [ɔɪ], [aʊ] and [əʊ]. Considering that Diphthong Shift is a southern-English linguistic trait and that the dialect of Lancashire preserves much of the North Midlands, the aim of this paper is to observe the reach and effect of this shift in the dialect of the nineteenth-century Lancashire. As evidence of this phonological change at that time is attained via written texts, this paper manually examines several nineteenth-century Lancashire literary-dialect texts composed by five distinct authors. This paper attempts to analyze the non-standard spellings represented and attribute them to their corresponding sounds in the dialect.

As a complete examination of sounds and spellings is beyond the scope of this paper, this study focuses on the group of words related to the aforementioned RP sounds, those involved in Diphthong Shift. The results show that only the group of words connected with RP [aɪ] and [aʊ] or the PRICE and MOUTH lexical sets, respectively, according to the classification Wells (1982) provides for both groups, are affected by this nineteenth-century sound change. In addition, the results reveal that these two lexical sets exhibit in the dialect a coexistence of old pronunciations and recent realizations, which, in the latter case, are the result of Diphthong Shift.

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LA CONFIGURACIÓN DEL DISCURSO EN LOS ANUNCIOS PUBLICITARIOS DE PRODUCTOS TECNOLÓGICOS DESTINADOS A NIÑOS Y ADOLESCENTES DURANTE LA SEGUNDA REPÚBLICA ESPAÑOLA

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En la presente comunicación procederemos al análisis de la configuración discursiva verbal, icónica e iconográfica específica de la publicidad destinada durante la Segunda República a la instrumentación tecnológica empleada como auxiliar de la enseñanza en los primeros niveles de esta con el fin de determinar la evolución experimentada en la época por el discurso publicitario relacionado con este tipo de productos, así como su contribución a la consolidación de los valores en el ámbito educativo. Para ello, partiremos de un corpus representativo de 411 anuncios extraído de los diarios *ABC*, *El Liberal*, *Heraldo de Madrid* y *La Vanguardia*, y de las revistas *Madrid Científico* y *Ondas*.

EL VOCABULARIO DE LA PANDEMIA EN LAS LENGUAS ROMÁNICAS

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La aparición de la COVID-19 ha marcado profundamente las sociedades actuales y el léxico de las diferentes lenguas, muy permeable a los factores extralingüísticos, se ha enriquecido considerablemente durante este tiempo. En este trabajo se estudia el vocabulario de la pandemia en las principales lenguas románicas: español, francés, italiano, portugués y rumano. Se estudian los diferentes procedimientos que cada lengua utiliza para obtener vocabulario nuevo: neología semántica, neología formal o préstamos. Dentro de los primeros procedimientos observamos, por ejemplo, la recuperación de palabras de épocas anteriores para nombrar conceptos actuales como vemos en los ejemplos españoles *confinamiento*, *toque de queda* o *cuarentena*. En cuanto a los procedimientos de neología formal, las lenguas románicas recurren a la composición, la derivación, la abreviación o las siglas, como observamos en los términos franceses *déconfinement* o *reconfinement* y en los portugueses *pós-pandemia* o *anti-vacinas*. En mayor o menor medida, se recurre también a los préstamos como vemos en los ejemplos italianos *lockdown*, *no-vax* o *Green pass* y en los rumanos *lockdown* o *antivax*. Para llevar a cabo este estudio, se han analizado publicaciones en formato electrónico en cada una de las lenguas, además de la consulta de diccionarios y otras fuentes lexicográficas. Se han elegido una serie de términos en cada idioma y se ha realizado un estudio comparativo.

HOW SOCIOCULTURAL PATTERNS INFLUENCE PANDEMIC COMMUNICATION: A CROSS-CULTURAL STUDY

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The Covid-19 pandemic has triggered an enormous stream of communication, heavily impacting on human communication and imposing new challenges to which professional and institutional organisations have been forced to respond effectively, adapting interactive processes and their discursive strategies. The impact of this Covid crisis on social and professional communication is frequently referred to as “pandemic communication” (Knight, 2020), abbreviated in the present study as PANCOM.

Based on a substantial corpus of PANCOM multimodal texts (posters, guides, stickers, etc.) extracted from Spanish and British university contexts are contrastively analysed. A systematic observational analysis of the corpora and corpus analysis tools (Clarifai, Nvivo, Sketch Engine) are used to obtain reliable statistical data.

The results reveal that significant socio-cultural parameters are reflected in pandemic communication, as shown in the interpersonal markers and metalinguistic differences that each multimodal text displays depending on the socio-cultural patterns with which it has been created and interpreted. However, the findings also unveil that the communication and interactional styles (Scollon & Scollon, 2012; Alba-Juez & Mackenzie, 2016) frequently attributed to characterise Peninsular-Spanish and British cultures incorporate considerable changes in university contexts in times of pandemic. Most PANCOM texts have a multifunctional purpose that, although it varies depending on the socio-cultural contexts, in a significant proportion also transcends cultural conventions and protocols. The findings obtained lead us to presuppose that health crises entail a change in the particular cultural values that impact language (Ogiermann & Bella, 2021) seemingly trespassing those commonly attributed to national cultures regarding information and politeness strategies.

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FRAME MARKERS IN MASTER'S THESES WRITTEN BY CZECH UNIVERSITY STUDENTS IN ENGLISH (L2)

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Over the past two decades, metadiscourse has received considerable attention in EAP research. Metadiscourse markers in academic genres have been analysed primarily using Hyland's taxonomy. However, as Hyland states, frame markers as part of interactional metadiscourse 'seem to have gone relatively unnoticed' (Hyland & Zoub, 2020).

The role of frame markers is to structure the discourse, thus guiding the reader through the text and making the message of the discourse clearer and more comprehensible. Therefore, learning to use frame markers successfully is an important aspect of academic writing that university students need to master.

This presentation investigates how Czech university students organise their discourse and guide their readers through their master's theses written in English, i.e. what frame markers Czech university students employ in their academic discourse.

The investigation is carried out on a corpus of master's theses consisting of 48 theses (totalling one million words) in three disciplines – linguistics, methodology and literature. The theses were analysed using Hyland's classification of frame markers, which was further extended based on the corpus data. The findings reveal that Czech students tended to underuse frame markers in their theses, and to employ a limited range of them across all three disciplines. However, some discipline-specific differences in the use of individual markers were detected.

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TEACHERS' USE OF EMOJIS IN DIGITAL ACADEMIC CONTEXTS

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Emojis have emerged as a form of visual language thanks to the growing popularity of social media. These digital elements may serve as a supplementary resource not only to convey meaning but also to create bonds through informal interaction (Wagner et al., 2020). As seen in recent studies, their use seems to be increasing in academic contexts to promote the development of reading and writing skills (Al-Zou'bi & Shamma, 2021; Parrado Collantes & Estrada Chichón, 2021; Sexton & Beegle, 2020). This paper aims at exploring undergraduate students' perceptions on teachers using emojis when writing academic emails in the target language. To achieve this goal, a questionnaire consisting of 10 items has been designed. The participants were enrolled in a first-year Translation and Interpreting degree delivered at a Spanish university. The results indicate that the communication barrier that written academic language generates between students and faculty was overcome with the use of emojis to replace body language and establish a good rapport with students. Nonetheless, emojis are not without their limitations and shortcomings, such as accessibility issues.

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TEACHING THREE DIFFERENT GENRES IN AUDIOVISUAL COMMUNICATION AND JOURNALISM: EMI, ESP AND L1 GENRE-PEDAGOGY AND FEEDBACK PROVISION

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The development of disciplinary literacies enables students to become efficient participants in their field as they practice academic/professional communication through genres. A genre is a type of communicative event with a specific communicative purpose (Swales, 1990) whose acquisition can be facilitated through feedback provision, a process in which students make meaning of information about their performance (Esterhazy, 2018). This paper aims to analyze 1) how lecturers assist students in the learning/development of a chosen genre; 2) what linguistic and/or disciplinary aspects teachers consider essential for genre development; and 3) to what extent the role of feedback provision is emphasized in this genre-acquisition process.

The article explores three journalism-related genres from three courses at a Catalan university: a film review (ESP), a book review (EMI), and a short-expository text (L1-medium). The datasets comprise interviews with lecturers, classroom material, classroom observation, students' productions and feedback provided. As both lecturers' practices and perspectives related to genre are considered, we adopt an ethnographic stance (Gardner, 2012) to analyze genres of this discipline in relation to Nesi and Garner's (2012) genre families classification.

Preliminary results show a disparity of approaches to address genre-pedagogy (Hyland, 2003) and feedback provision that are related to lecturers' beliefs and course constraints. Whereas the L1-content teacher highlights the importance of linguistic competence for future journalists, the EMI-content lecturer stresses the development of critical skills, and the ESP language expert focuses on English language competence and structural aspects. Overall, this paper contributes to the study of genres within the journalism field and addresses how feedback is employed (or not) as a resource to contribute to the acquisition of genre conventions in different settings.

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PEDAGOGICAL METHODS BEHIND TEACHING THE PRACTITIONER-PATIENT INTERVIEW IN FRENCH

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The practitioner-patient interview has been the subject of several studies in the world of medicine and in the field of teaching languages for specific purposes (Barlea: 2012; Basturkmen: 2010; Fassier and Talavera: 2008; Junod and Sommer: 2013; Maher: 1990; Mishler: 1984; Rey-Bellet et al. 2008; Silverman et al.: 2005; Talavera et al.: 2016). This interview is divided into several steps. Each step consists of a specific task with its specific objectives for the practitioner (Rey-Bellet et al. 2008; Silverman et al.: 2005).

For about fifteen years, the French Language Centre of McGill University, an English-speaking university in Montreal, has been offering French courses to students specializing in different areas of the Faculty of Health Sciences and Social Work who wish to do their clinical placements and pursue their professional career in the province of Quebec. Most of McGill's students are native English speakers from different parts of Canada and the United States or international students whose first language is not necessarily English. One of the most important oral genres which must be taught to these students is the practitioner-patient interview in French (Mercado: 2021), since one of their principal tasks as a health care professional will be to interact with patients. Unfortunately, there is little extant literature on how to teach students to carry out a practitioner-patient interview in French as a second language. Moreover, the possibility of recording real interviews for use in class is practically impossible to respect patient confidentiality. This paper aims to share with the scientific community and with other language for specific purposes instructors how the practitioner-patient interview is taught at McGill University to non-native French speakers who will work in the French-speaking province of Quebec.

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THE MULTIMODAL CONSTRUCTION OF DIVERSITY AND SELF-REPRESENTATION IN ENGINEERING CORPORATE WEBSITES

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The internet offers engineering companies new affordances to communicate with customers and stakeholders. To enhance competitiveness, engineering corporations have been promoting their professionals, services and products through websites for a long time. These websites identify which ideas are valuable and which are not for engineering corporations.

The aim of this paper is to examine the generic and multimodal characteristics of international corporate engineering websites in two sections: About Us and Social Corporate Responsibility (SCR). Companies reproduce valuable identities for their employees in these sections through implicit and explicit race, gender, and sexual-orientation rhetoric, which aims to reflect cultural diversity in the workplace. Diversity management has become an increasingly well researched subject (e.g., Armstrong et al. 2010; Richard and Johnson, 2001; van Knippenberg and Mell, 2016) and it is also an important support of the Europe 2020 strategy in fostering a sustainable and inclusive economy (European Commission, 2012).

In this research, both textual and image analyses are made to investigate twenty engineering corporate websites. Bhatia's (2004) critical genre analysis model and Kress and van Leeuwen's (2001, 2006) framework of visual grammar are applied.

Results indicate that some International Engineering Firms are promoting diversity the most on their websites in social corporate responsibility, covering a broad range of diversity strands, using different modes and appealing to shared values.

With women and minorities still underrepresented in leadership positions, corporate websites seem to foster initiatives aimed at promoting diversity. Whether this brings meaningful change remains yet to be seen.

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LA COMUNICACIÓN TRIBUTARIA EN ÉPOCA PANDÉMICA: ¿HACIA UN MODELO MÁS EFICIENTE Y FLEXIBLE DE INTERACCIÓN CON LA CIUDADANÍA?

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Productos de dinámicas sociales y psicológicas (Bazerman 1997: 22-23), los géneros profesionales están sujetos a un proceso de cambio (Evangelisti, Bateman y Bhatia 2014), interpretable ya sea como evolución (*evolution*) de formatos preexistentes o como aparición (*emergence*) de pautas inéditas (Miller 2016). A este respecto, Crowston y Williams (2000: 202) distinguen entre *adaptación* a nuevas circunstancias de géneros consolidados y *surgimiento* de géneros novedosos y autónomos. Esta plasticidad se debe a múltiples causas y la pandemia por Covid-19 ha sido, p. ej., un revulsivo para la remodelación de las dinámicas interaccionales en el ámbito tributario. Se trata de un sector de la comunicación institucional particularmente complejo, donde la densidad conceptual del discurso jurídico se ve complicada por las dificultades técnico-contables que obstaculizan el entendimiento entre la Administración y la ciudadanía. Por si ello fuera poco, la crisis sanitaria supuso la interrupción de la atención tributaria presencial al ciudadano, revitalizando el canal telefónico y haciendo emerger el nuevo género de la videoconferencia de asesoría tributaria.

Centrándonos en los casos del Instituto Municipal de Hacienda (IMH) del Ayuntamiento de Barcelona y el Organismo de Gestión Tributaria (OGT) de la Diputación de Barcelona, que gestiona los tributos de unos 300 municipios, planteamos una reflexión sobre la labilidad de los géneros tributarios, mediante un análisis cualitativo de algunos ejemplos de interacción oral y escrita entre el IMH / OGT y la ciudadanía en época pandémica. Por último, esta investigación se enmarca en la senda de los estudios sobre optimización de los discursos profesionales (Göpferich, 2000, Ciapuscio 2021), que propugnan que la lingüística no debe “solo analizar los productos textuales finales elaborados en los contextos laborales, sino también [...] asumir un papel más activo y comprometido, [ofreciendo] a los profesionales pautas para mejorar los diferentes patrones” (Montolío 2010: 238).

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COLABORACIÓN INTERDISCIPLINAR DOCENTE PARA EL DISEÑO DE MATERIALES AICLE QUE INTEGRAN ENSEÑANZA DE GÉNERO Y DE ESPAÑOL: PREPARANDO AL ALUMNADO DE EDUCACIÓN SUPERIOR PARA ENTORNOS LABORALES INCLUSIVOS Y GLOBALES

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Las políticas de internacionalización de las instituciones de enseñanza superior (IES) (Beelen & Jones, 2015; Gregersen-Hermans, 2016) pretenden acompañar las vertiginosas transformaciones propias de los actuales contextos educativos, cada vez más marcadamente multiculturales, bilingües y digitales (Finland et al., 2020). Sin embargo, las prácticas de enseñanza establecidas en la educación superior raramente incluyen colaboración interdisciplinaria entre docentes (M. Morgado, 2020), transmitiendo así un aprendizaje fragmentado a los estudiantes, que no atiende a las demandas de un mercado laboral global donde predomina el trabajo especializado, la cooperación interdisciplinaria y la comunicación en entornos digitales y en más de un idioma o cultura (Fitzpatrick & O'Dowd, 2012; Gómez et al., 2018; Morgado et al., 2019).

Este desajuste entre políticas y prácticas educativas se refleja, entre otros aspectos, en la escasez de materiales didácticos de enseñanza superior adaptados al enfoque AICLE (Del Castillo, 2012; Pérez-Cañado, 2020; Piquer-Píriz & Castellano-Risco, 2021) puesto que la integración de lengua y contenido requiere de colaboración interdisciplinaria (Morgado & Coelho, 2013).

Para paliar estas deficiencias, en esta comunicación se expone el proceso de colaboración llevado a cabo, en el marco del proyecto Erasmus+ INCOLLAB (Interdisciplinary Learning and Teaching <https://incollabeu.wixsite.com/project>, entre profesores universitarios de contenido y de idiomas (Doiz et al., 2020; Zappa-Hollman, 2018) para el diseño de 3 unidades didácticas que integran contenido (perspectiva de género) e idioma (español), que están adaptadas a entornos de e- y m-learning, y que desarrollan competencias investigativas (Martínez et al., 2013).

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IMPLEMENTING PLURILINGUAL ACTIVITIES THROUGH TECHNOLOGY IN CLIL: THE PRE-SERVICE TEACHER PERSPECTIVE

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TEMPLATE is a European project whose main goal is to offer professional development in the line of Plurilingualism, CLIL and Technology to pre-service and in-service CLIL and FL teachers.

On its first stage, 150 in-service teachers and 75 pre-service teachers from five different countries (Spain, Lithuania, Belgium, Germany and Italy) were surveyed regarding their knowledge and competences in terms of plurilingualism and the use of technology when teaching (Melo-Pfeifer, 2020). Results showed a clear lack of knowledge on these matters, which was used as a base for the creation of teacher training modules.

Three teaching modules were created. This paper focuses on the one designed by Universitat Jaume I: CLIL in the Plurilingual Classroom. Our objective is to present the activity developed in the Secondary Education Masters' degree with a group of 42 pre-service teachers. They were first introduced to the module and then asked to create and adapt similar activities to a real context, which they shared by means of a class presentation, which was recorded. Finally, a post-test was distributed in order to know about the pre-service teachers' opinions and insights on the matter.

Post-tests showed that pre-service teachers think in-service teachers have a lack of knowledge of technology and plurilingualism, and of the importance of these two issues in the future of teaching. Furthermore, the teaching module implementation proved to be useful in their training as teachers and raised their awareness on the importance of integrating plurilingual activities through technology in the CLIL and language classes.

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CRITICAL DISCOURSE ANALYSIS AND COVID-19: A CONTRASTIVE STUDY OF POLITICAL MANIPULATION AND PERSUASION IN THE ENGLISH AND SPANISH DURING THE FIRST THREE WAVES OF THE PANDEMIC

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The study constitutes a contrastive lexical and rhetorical analysis of a corpus of news items collected around the COVID 19 pandemic from the British periodical *The Guardian* and the Spanish newspaper *El País*. It deals with the language of control and persuasion used during the course of the different outbreaks of the disease and their impact on society, which have been described as the first, second and third ‘waves’ of the infectious process. Two ad-hoc, comparable corpora have been compiled in each language (COVIDWave_EN and COVIDWave_ES) comprising the news on the pandemic that appeared in the aforementioned newspapers during three established time periods.

Subsequently, three sub-corpora have been built from each corpus representing the time interval of each wave in the respective country and word lists have been generated from each sub-corpus to detect and analyze evaluative and potentially persuasive lexical items by means of different Sketch Engine features (concordances, word sketches and keywords). Our main hypothesis is that, in order to exercise control over the population, governments (in this case, both the British and the Spanish) acted by imposing their hierarchical superiority through various legal instruments widely disseminated by the mass media, projecting their discourse of authority through the press in the use of both highly emotional language and of very specialized, very technical information that revealed a pronounced epistemic asymmetry between the issuers (‘the experts’) –in this case governments, through the media–, and the receivers: ‘the non-experts’, or laypeople i.e. the citizens (245 w).

EXPLORING DISCOURSAL UPTAKE AND RECONTEXTUALIZATION IN A GENRE NETWORK ONLINE: A CASE STUDY

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The intertextual and hypertextual relations among genres (discourse types) that result from the Web 2.0 technological affordances invite genre analysts to better grasp the complexity of meaning making processes and the generic interrelations that are established in web-based specialized communication. The purpose of this presentation is to explore processes of discursual uptake and recontextualization in a network of interconnected genres online. This network contains different genres that represent different types of discourse—the institutional discourse, the scientific discourse and the parascientific discourse—and they all revolve around the topic of climate change. Using computer assisted discourse analysis techniques I discuss processes of recontextualization and refocusing across the genres of the network by tracing i) the degree of semantic and lexico-syntactic overlap among the network genres, ii) the existing intertextual links and hypertextual relations, and iii) the rhetors' authorial positionings and pragmatic stance towards the possible causes and expected effects of climate change. I aim to show how different perspectives and views about climate change are built, transformed and repurposed in various ways to create different pragmatic and rhetorical effects.

TRANSLATION AND INTERPRETATION: LINGUISTIC DIFFICULTIES IN DANTE MEDINA'S AVANT-GARDE LITERATURE

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*A force de renoncement, un homme à la limite
de son propre silence.*
Robert Guiette

In humanity's History, social events have changed and intervened in language and, therefore, in the methods for teaching it, in a specialized approach. Currently we are influenced by the pandemic covid – 19 and with the insertion of new words and ways of calling things. Our analysis is diachronic, and it is obtained from a Mexican pen, a writer who has examined the circumstances that surround us and, in a very playful and sly way, adds vocabulary to the Spanish Language included into his literature: neologisms, all types of words: objects, peoples' names, literary genres that contribute to fantastic communication as well as academic: it is about the writer Dante Medina. In 2017 he wrote a novel (*Ni falta que hace Dios*, 2021) in which he warned society of possible problems, within them a pandemic, disease and vice of technology, the new gadgets. We analyzed and compared how the vocabulary developed from literature, how it was raised before it really became a reality. Is it a self-programming? The semantic programming that bureaucracy does by planning minds, with new vocabulary as: Covid passport? Home office? *¿Tele trabajo?* *¿Dosis de refuerzo?* Covid certificate? QR code to complete a FCS —Formulario de Control Sanitario—? Is it scientific lexicon or is it a linguistic alteration?

We reflect in this work the difficulties, linguistic problems that develop in a negative way in the alteration of the language, as well as the way in which discourse was changed from fiction the XXI century's society.

A GENRE LANDSCAPE STUDY OF EMI ACADEMIC LITERACY: A PILOT CASE-STUDY IN BUSINESS, HEALTH SCIENCES AND ENGINEERING FIELDS

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The application of EMI programs in tertiary education (Macaro, 2018; Dafouz & Smit, 2019) poses new pedagogical challenges for EMI lecturers concerning the use of English to transmit and make disciplinary content accessible to students (Ruiz-Madrid & Fortanet-Gómez, 2019). This implies selecting, adapting, and designing specific materials that best suit students' learning needs by combining disciplinary knowledge, genre, and language-related issues, among others.

The aim of this paper is to analyse EMI lecturers' preferences and use of disciplinary genres that may help understand the way content knowledge is transmitted and made accessible to students (Mancho-Barés & Arnó-Macià, 2017).

To this end, this study involves three types of data: (i) a questionnaire administered to 9 EMI lecturers from three fields, i.e., Business, Health Sciences and Engineering fields; (ii) a classification of teaching materials and digital communication tools; and (iii) a semi-structured interview to these same lecturers. The first set of data (i and ii) will be used to identify and describe EMI lecturers' preferences concerning genre in the materials and communication tools, the second will serve to investigate the pedagogical use EMI lecturers make of the genres identified (iii).

Results allow for both a comprehensive description of the genre landscape EMI lecturers employ in their teaching, and for an informed view of the pedagogical use lecturers make of such genres. In addition, these findings will also pave the way for revisiting the ESP role in higher education contexts and its synergic relation to EMI.

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H5P TO MAKE TEACHING MORE EFFECTIVE IN ENGLISH MEDIUM INSTRUCTION: THE CASE OF ONLINE VIDEO MATERIALS IN MACROECONOMICS

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Nowadays there is a tendency to include links to websites or Internet platforms in some subjects' Course Management Systems (CMS) (Olmos, Mena, Torrecilla, & Iglesias, 2015). As most of the materials are in English, many EMI (English Medium Instruction) teachers incorporate them in their classes. However, most teachers never question students' understanding of these materials or how profitable they may be for them; it seems they are not used as real pedagogical materials. Our concern in this paper is to illustrate the collaboration between an EMI lecturer of "Macroeconomic theory" in the Degree in Economics, and two English language instructors, to turn certain online videos, previously used as complementary materials, into essential elements for the introduction of new concepts and terminology. We aim at detecting how effective, useful and satisfactory it can be for students' learning process using the H5P tool from Moodle to introduce basic knowledge. To do that, the content teacher selected four short videos from the Internet and, together with the language teachers, prepared some activities related to their content and language. After each activity, students had to complete an anonymous questionnaire so that the difficulty of the activities as well as their usefulness in terms of content and language could be assessed. Moreover, the effectiveness of the questionnaire was assessed through some questions in the final exam. The results showed not only a high degree of students' satisfaction and motivation, but also a deeper comprehension, especially for those with a lower English language proficiency level.

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AD HOC COVID MISSION STATEMENTS: ACADEMIC PUBLISHERS' *ETHOS* OVER THE PANDEMIC

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In this study I explore the overt online response of academic journal publishers to the COVID pandemic, which tends to constitute a sort of *ad hoc* mission statement resulting in various digital services and discourses with which to craft a 'branding *ethos*'.

Drawing on analyses of the mission statement genre (Swales & Rogers 1995; Negro Alousque 2019), on several testimonies from academic publishers (Smart 2020), and on (critical) discourse (corpus) scrutinies by applied linguists (Davies 2021, MIRCo 2020), I examine a corpus of responses from a dozen renowned publishers (American Chemistry Society, Cambridge University Press, De Gruyter, Elsevier, John Benjamins, Oxford University Press, Rodopi, Routledge, Royal Society of Chemistry, Sage, Springer-Palgrave Macmillan, Taylor and Francis, and Wiley).

My focus is set on the accomplishment of Cialdini's (1984) and Cockcroft et al.'s (2014) 'principles of persuasion', on the expression of multimodal (Machin 2007) and verbal (Hyland 2005) implementations of engagement, and on their underlying metaphorical schemata (Lakoff & Johnson 1980). I will classify *ethos*-building strategies into 'macro' (layout, rhetoric) and 'micro' (lexicogrammatical, with their associated cognitive mappings) and reflect on how the classical rhetorical bases of logos, *ethos* and pathos converge in the construction of a broader *ethos* image of reliability, responsibility and expertise.

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TEACHING WITH A MOOC: STUDENT PERCEPTIONS OF AN EXPERIMENT IN HYBRID LEARNING

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The COVID-10 pandemic has caused major disruptions in the educational system globally. The lockdowns forced most universities to turn to digital technologies and online learning in order to ensure the successful completion of modules included in their curricula. The present study explored the pedagogical viability of integrating a MOOC (Massive Open Online Course) into an English-for-Specific-Purposes course during the spring semester of 2020-21 at the Aristotle University of Thessaloniki. The participants were 104 students attending the course 'English for Journalism and the Media' which was delivered online/synchronously and ran for thirteen weeks. Using canvas.net the students, in conjunction with the ESP course, also attended asynchronously the MOOC 'English for Journalists', designed by the University of Pennsylvania. Drawing on TPACK (Koehler & Mishra, 2009) and constructivism, this study investigated students' perceptions of this blended/hybrid learning approach through a questionnaire, reflective diaries and focus group interviews. Analysis of the data reveal that MOOCs are perceived by students as an innovative, alternative and accessible way of enriching both language learning and subject matter knowledge related to their discipline. MOOCs are also viewed as a pleasant 'add-on' to the syllabus and as a significant factor in promoting learner autonomy despite some technological limitations. Benefits and boundaries of the current approach are discussed in light of the findings.

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ETHOS, LOGOS, AND PATHOS IN CROWDFUNDING PROJECT VIDEOS OF SCIENCE: MULTIMODAL PERSUASIVE STRATEGIES TO INVOLVE CITIZEN PARTICIPATION IN RESEARCH

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Over the past two decades, the advent of digital technologies has facilitated the participation of the general public in cutting-edge scientific research (Luzón & Pérez- Llantada, 2019). A practice that has gained prominence on the Web is crowdfunding, a strategy increasingly used by scientists to solicit online donations for their research projects (Mehlenbacher, 2019). Previous studies (Doyle et al., 2017; Greenberg et al., 2013) have shown that creating a brief project video for an online crowdfunding campaign can produce a significant persuasive effect on potential donors; however, very little attention has been paid to the rhetoric of this digital genre (Mehlenbacher, 2017). The current study analyses a small-scale corpus of 50 project videos to observe the verbal and visual persuasive strategies used. To do that, I adopt a multimodal discourse analysis (MDA) approach, which argues that communication is achieved through an interplay of various semiotic modes (O'Halloran, 2009; Bateman, 2008); and I classify the strategies according to Aristotle's traditional rhetorical appeals: *Ethos* (credibility), *Logos* (reason), and *Pathos* (emotion) (Higgins & Walker, 2012). Most strategies found are classified as *Ethos*, suggesting that researchers devote their main efforts to providing a positive self-image and creating a passionate and prepared research identity. These findings aim to contribute to a better understanding of public communication of science, as well as to inform and train future scientists about the strategies that they can use to convince non-specialised audiences to donate to a scientific cause.

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